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ABSTRACT

Many factors have been associated with the varying levels of self-esteem among children. Researchers disagree on the relative importance of many factors, including maternal employment, anxiety, family happiness, and family structure. This study was conducted to investigate associations between the above-mentioned factors and gender, grade level, and self-esteem in 210 fourth through sixth grade students from Western Kansas. Four measurement instruments were used. Results included the following: children reporting happy families scored higher in self-esteem than those perceiving unhappiness at home; children with low anxiety had better self-esteem than those reporting high anxiety; girls reported better self-esteem than boys; and 4th-graders had larger self-esteem scores than the older children. These results support other research reporting strong relationships between family happiness and self-esteem and anxiety and self-esteem. However, they contradict findings that working mother's children suffer higher levels of stress, and that divorce tends to be traumatic for most elementary school children. Six tables present the data. Includes 7 appendixes and survey instruments. Contains 52 references. (CC)

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ED 376 390

SELF-ESTEEM OF CHILDREN IN FOURTH THROUGH SIXTH GRADES WITH WORKING AND NON-WORKING MOTHERS

being

A Thesis Presented to the Graduate Faculty

of the Fort Hays State University in

Partial Fulfullment of the Requirements for

the Degree of Master of Science

by

Mary York

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Graduate Committee Approval

The Graduate Committee of Mary York hereby approves her thesis as meeting partial fulfillment of the requirements for the Degree of Master of Science.

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Abstract

The purpose of this study was to examine the associations among self-esteem, maternal employment, anxiety, family happiness, family structure, gender and grade level. The independent variables were maternal employment, anxiety, family happiness, family structure, gender and grade level. The dependent variable was the scores from the Personal Attribute Inventory for Children. The sample consisted of 210 students fourth through sixth grade students from 4 small schools in Western Kansas. Six composite null hypotheses were tested at the .05 level of significance using three-way analysis of variance (general linear model).

A total of 23 comparisons were made plus 19 recurring. Of the 23 comparisons, 6 were for main effects. Of the 6 main effects, 4 were statistically significant at the .05 level. The following main effects were statistically significant:

1) family happiness and self-esteem,

2) anxiety and self-esteem,

3) gender and self-esteem, and

4) grade level and self-esteem.

Of the 23 comparisons, 17 were for interactions. None of the 17 interactions were statistically significant at the .05 level.

The results of the present study appear to support the following generalizations:

1) an association between family happiness and self-esteem,

2) an association between anxiety and self-esteem,

3) an association between gender and self-esteem,

4) an association between grade level and self-esteem,

5) no association between family structure and self-esteem, and

6) no association between maternal employment and self-esteem.

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Introduction

Self-Esteem

Over the years, many definitions and descriptions have been formulated for the term 'self-esteem'. Battle, Jarratt, Smit, & Precht (1988) described self-esteem as a term which referred to an individual's perception of his personal worth, and proposed that this perception of self developed gradually and changed as one matured and interacted with others who were significant in their lives. They also asserted that once the perception of self-worth was established, it tended to be fairly stable and resistant to change. Coopersmith (1967) described self-esteem as:

> the evaluation which the individual makes and customarily maintains with regard to himself: it expresses an attitude of approval or disapproval, and indicates the extent to which the individual believes himself to be capable, signifcant, successful, and worthy. In short, self-esteem is a personal judgement of worthiness that is expressed in the attitudes the individual holds toward himself. (p. 5-6)

According to Sol Gordon (1990, cited by Braucht & Weime, 1992), self-esteem "consists of appreciating one's own worth and importance, and having the character to be accountable for oneself and to act responsibly toward others" (p. 229).

Battle et al. (1988) proposed that self-esteem was a fundamental need of humans and was one of the most important factors affecting the lives of individuals at all stages of development. Hamachek (1990) described self-esteem as the awareness people have about the self at any given moment -- "it is our private mental image of ourselves, a collection of beliefs about the kind of person we are" (p. 677).

Beane (1991) asserted that self-esteem was "a central feature in human dignity and thus an inalienable human entitlement" (p.28). Battle et al. (1988) suggested that self-esteem affected one's achievement patterns, accomplishments, interaction with others, and mental health. Wiggins & Wiggins (1992) asserted that children with high self-esteem acted positively, assumed responsibility, tolerated frustration well, felt able to influence their environments, and were proud of their deeds. Children with low self-esteem

were easily led by others, easily frustrated, blamed others for their shortcomings, and avoided difficult situations. Beane (1991) suggested that "those who have positive self-esteem are likely to lead satisfying lives while those who do not are just as likely to find life dissatisfying and unhappy" (p. 25).

According to Omizo & Omizo (1987), because self-esteem is related to so many other variables of academic, social, psychological, and emotional success, "the child...who has negative self-evaluations has many problems in school and in life in general" (p. 46). Cooper, Holman, & Braithwaite (1983) suggested that it was possible that children with low self-esteem preferred to portray themselves as victimized and saw gloom all around them.

Self-esteem, whether high or low, has an important impact on one's ability to anticipate how others will respond to the individual and one's ability to reach full potential (Matthews & Odom, 1989). Comer, Haynes, Hamilton-Lee, Boger & Rollock (1986) hypothesized that self-esteem influenced not only the behavior of children, but even more importantly, the manner in which they evaluated their social competence.

Beardsall & Dunn (1992) maintained that during the early childhood years, external events, rather than internal events, played an especially important role in affecting children's self-esteem. They also suggested that the experience of "life events and chronic adversities" during childhood may have important effects on the child's "emerging perception of self" (p. 350). Their research results showed a negative relationship between adverse life events and self-esteem for preadolescents ($r = -.36, p < .05$).

Beane (1991) asserted that " in the balance of interaction between the individual and the environment out of which self-esteem grows, the environment is almost inevitably more powerful" (p. 27). He further asserted that having positive self-esteem was nearly impossible for many young people, "given the deplorable conditions under which they are forced to live" (p.27).

Comer et al. (1986) have suggested that children internalized the messages that significant others reflected about them and perceived themselves according to those messages; therefore, parents and teachers significantly influenced the development of children's self-esteem. Cooper et al. (1983) noted that conflict

between parents and their children, rather than conflict between the parents, may increase a child's feelings of worthlessness, i.e., lower their self-esteem.

According to Matthews & Odom (1989), another element that interfered negatively in the development of positive self-esteem was anxiety. They noted that research conducted as early as 1964 indicated that anxiety had a negative relationship with self-esteem for both sexes in the fourth grade and for boys in the sixth grade. Matthews & Odom's (1989) research also found a negative relationship between anxiety and self-esteem ($r = -.18$, $p < .05$).

Maternal Employment and Self-Esteem

Hurst & Zambrana (1981) found that more than half the women in the U. S. with children under age 18 worked outside the home. These same researchers concluded that the working mother, and particularly the working mother of small children, was a "significant social and economic presence"; and that "she will not disappear if benignly neglected or if public policy makes her life harder or easier" (Hurst & Zambrana, 1981, p. 10).

In 1981, statistics showed that 65.4% of mothers with

preschoolers and 83.4% of mothers with school-aged children worked (U.S. Bureau of the Census, 1982). Statistical abstracts for 1987 reported that 70.5% of mothers with preschoolers and 84.5% with school-aged children worked (U.S. Bureau of the Census, 1988). More recent Bureau of the Census statistical abstracts showed that the percentage of mothers with preschoolers who worked was still at 70.5%, but the pecentage of mothers with school-aged children who worked had increased to 85.0% (U.S. Bureau of the Census,1992). U. S. Bureau of Labor Statistics data for 1988 indicated that 73% of the married mothers of school-aged children were employed and that employment figures for single mothers were even higher with 84% of single mothers of school-aged children being employed.

A study by Anderson, Mead & Sullivan (1986) indicated that more mothers worked outside the home than did not, and it was projected that this trend would continue. Hoffman noted in her 1989 research that the "dual-wage family had become the modal family style in the U. S." (p. 283). She also reported that, in families with school-aged children, this had been the case for over 20 years, and that the rate of maternal employment for two-parent families with

school-aged children was 71% and was rising moderately each year.

These trends toward increasing maternal employment lead to questions about the association between maternal employment and children's adjustment. Since the early 1970's, much research has been conducted in this area, with mixed results.

In 1974, two comprehensive reviews of the effects of maternal employment on children appeared (Etaugh,1974, Hoffman, 1974). Results of the studies indicated that, generally, at the elementary level, children's adjustment was not adversely affected by the mothers working. In Etaugh's 1974 review, she indicated no relationship between children's adjustment and maternal work status. In her later research, Etaugh (1984) reported that mid-80's studies of elementary school children still indicated a lack of relationship between children's adjustment and maternal work status.

One study of kindergarteners reported by Etaugh (1984) suggested that there was no relationship between maternal work status and self-esteem; another using kindergarten girls also suggested a lack of such a relationship (Miller, 1975). Etaugh (1984)

also reported that studies of older elementary school children (ranging from 9-12 years) indicated no relationship between maternal employment and family adjustment, personal problems, and self-esteem.

Dellas, Gaier & Emihovich (1979) reported that there were no changes in parent-child relationships due to maternal employment; to be specific, they reported "no substantial evidence indicating that maternal employment, per se, had a detrimental effect, or even a consistantly differentiating effect, on the behaviors and attitudes of children" (p. 588). It was reported by Anderson, Mead & Sullivan (1986) that existing research results offered no indication that maternal employment by itself was either good or bad for children or indeed had any distinct effect.

Even though there were many reports which indicated no differences in children of working and non-working mothers, there were also a number of reports indicating otherwise. Hurst & Zambrana's (1981) research indicated that children whose mothers did not work outside the home gave some indication of being more adult-oriented and conforming more to adult standards, while

children of working mothers, particularly boys, were more peer-oriented and non-conformist. They also reported no personality adjustment differences among sons of working and non-working mothers, but reported that daughters of working mothers sometimes described more feelings of loneliness and isolation, and more resultant stress than daughters of non-working mothers.

Dellas et al. (1979) indicated that females perceived their working mothers as more severe, while males perceived their non-working mothers as more severe. Hoffman (1989) noted in her research that "the most frequently reoccurring difference between employed- and non-employed-mother families in child rearing styles is that there is a greater emphasis by employed mothers on independence training" (p.287). Hoffman also indicated that part-time employment seemed to be an advantage over non-employment, unless the hours worked exceeded full-time, at which point, several negative effects on family life were observed.

According to Greenberger & O'Neil (1992), past and present research results indicated that maternal employment had more positive effects on girls ($\underline{M}$ = 2.51) than boys ($\underline{M}$ = 2.43). Yet, in their

research, Gold & Andres (1978) determined that both daughters and sons of employed women showed better personality adjustment, more sense of personal worth and personal freedom, a greater feeling of belonging, and better family relations.

The results cited above indicated that the differences were directly associated with maternal employment; however, other reseachers (Vandell & Ramanan, 1992; Belsky & Eggebeen, 1991; Greenberger & O'Neil, 1992; & Hoffman, 1989) hypothesized that some of the differences could have been caused by the interaction of the maternal employment with other factors. According to Vandell & Ramanan (1992), the effects of maternal employment may depend on the child's age when the mother is employed. Belsky & Eggebeen (1991) suggested that the effects of maternal employment may be modified by child and family characteristics. Greenberger & O'Neil (1992) proposed in their research that "virtually any association of maternal employment with children's behavior ... was conditioned by the mother's educational attainment or the gender of the child" (p. 447). After reviewing research which indicated that a mother's mood affected her children, Hoffman (1989) asserted that it was

reasonable to conclude that maternal employment may often have a positive effect on the child because it improves the mother's own sense of well-being.

Limited research results were found which indicated negative associations between maternal employment and children's adjustment. However, research by Gold & Andres (1978) hypothesized that maternal employment was associated with more adjustment difficulties for sons. Another researcher's results indicated a combination of positive and negative associations between maternal employment and children's adjustment (Avery, 1975). He reported that personal-social adjustment was positively affected by maternal employment for black fifth graders, but was negatively affected for whites.

Anxiety and Self-Esteem

Battle et al. (1988) defined anxiety as a "sense of impending catastrophe that includes feelings of uneasiness, apprehension and tension" (p.1000). They also asserted that it was a universal experience associated with a variety of physiological changes including the following: increase in heart rate, increased blood

pressure, physical tension, increased respiration rate, dryness of mouth, perspiration, trembling, and in severe cases, nausea, vomiting, weakness, diarrhea, and an increase in urine secretion.

According to Matthews and Odom (1989), it has been generally accepted that there are two basic forms of anxiety: trait anxiety and state anxiety. Trait anxiety is general anxiety, and state anxiety is situational.

Researchers (Crowley, 1981; Kendall, Howard, & Epps, 1988; & Jones & Borgers, 1988) have used a variety of concepts closely related to anxiety. Some of these have included worry, stress, or fears. According to Crowley (1981), anxiety is what people feel when stress is placed on them, and stress is the mental component of anxiety (known as worry) that usually causes lowered levels of performance.

According to Kendall et al. (1988), it has been established that 'fears' and anxieties in childhood are sufficiently common occurrences that they may be considered a normal part of development. Jones & Borgers (1988) explained that some have asserted that 'fear' is an essential part of a child's developmental

experience. Jones & Borgers proposed that:

> Fear is a reality in the lives of children and is unavoidable because it exists as a fundamental part of life. The fears of children tend to be a reflection of their perceptions of the environment that surrounds them, as well as a sign of their emotional well-being. (p. 10)

Regardless of the term used in relation to children's feelings of anxiety, results of various bodies of research indicated that anxiety can affect different aspects of children's lives (Matthews & Odom, 1989; Breakwell, Fife-Schaw & Devereux, 1987; Kendall et al., 1988). Matthews and Odom (1989) maintained that state anxiety associates with self-esteem more than trait anxiety does. In their 1987 research, Breakwell et al. (1987) indicated that, overall, the subjects "who reported greater general levels of worry tended to have lower self-esteem" (p. 212).

> A 1988 study conducted by Kendall et al. indicated that: whereas a non-anxious child may be more able to display an amount of self-directed attention appropriate to the environmental demands, the anxious child may exhibit

> substantially less control over this operation, continuing to direct attention inward even when external task-related focus is warranted. (p. 285)

Also in this study, the researchers noted that anxious children reported a preoccupation with fears of "being hurt, negative task expectations, images of past painful experiences, and escape fantasies" (p. 305). Coopersmith (1967) asserted that anxiety and self-esteem were closely related by suggesting that "if it is threat that releases anxiety, as appears theoretically essential, it is the person's esteem that is being threatened" (p. 4).

Research results indicated that anxiety and stress in children can be caused by several factors. Children are often forced to adjust to numerous adverse situations such as divorce, death, and abuse without much help (Omizo, Omizo & Suzuki, 1988). Results of research conducted by Omizo et al. (1988) indicated that 'family problems' (including both parents working, parents divorce and step-family households) were the number one stressors cited by elementary children in the study.

Family Happiness and Self-Esteem

The results of a study conducted by Raschke & Raschke (1979) supported their hypothesis that children who perceived greater conflict in their families had significantly lower self-esteem (r = -.26, $p < .05$) i.e., the more perceived fighting within the family, the lower the self-esteem of the children. This study also showed that, for all children in the sample, "the greater the perceived happiness of their parent(s)", the higher the self-esteem of the children (r = .27, $p < .001$ in two-parent families, r =. 30, $p < .001$ in single-parent families) [p. 373].

A study by Parish, Dosal & Parish (1981) of fifth through eighth graders showed that self-esteem varied significantly in happy and unhappy families (F = 3.86). Results also showed that "children from happy families (M = 12.49) evaluated themselves significantly more positively than children from unhappy families (M = 11.59)"[p. 204].

In the 1983 study of fifth and sixth grade children by Cooper et al., it was noted that those children reporting little family support tended to score lower levels on self-esteem: "Two-parent cohesive"

scores on Piers-Harris and Coopersmith Self-Esteem Scales averaged 233 and 231 respectively, while "Isolated child" scores on the same scales averaged 70 and 64 respectively (p. 157). They further reported that children who felt isolated from their families did not find their home environments supportive and happy. Such children scored lowest on self-esteem (averages of 70 on the Piers-Harris and 64 on the Coopersmith Self-Esteem Scales) and significantly, the parent-child relationship was the "dominating variable in this case" (p. 158). Cooper et al. (1983) further proposed that family conflict perceived by the child was one of the most important variables in determining family happiness. They also asserted that family cohesion, when measured through the child's perceptions of the family relationships, had an important influence on the development of the self-esteem of children (Cooper et al., 1983). The study by Cooper et al. (1983) supported the hypothesis of Racshke & Raschke (1979) that the quality of family life was crucial to the psychological well-being of the child.

Coopersmith (1967) asserted that since preadolescent children were still highly dependent upon their parents, they were likely to

use the context of their family and its values to judge their own worth. Braucht & Weime (1990) suggested that social environment had a powerful effect on a person's ability to handle life's stresses, especially depending on the quality of the interactions that person had with others.

Family Structure and Self-Esteem

The number of divorces in the U. S. increased from 2,159,000 in 1970 to 2,396,000 in 1988, and the number of children involved rose from 870,00 to over 1,044,000 in 1988 (U. S. Bureau of the Census, 1993). Approximately 46% of U. S. children under the age of 18 had experienced or were experiencing a single-parent family home in 1979 (Raschke & Raschke, 1979).

Walsh (1992) reported that it was projected as early as 1980 that 1 in 6 children would live in a remarriage family by 1990. He also reported that, even as early as 1977, the percentage of marriages which involved the remarriage of one or both partners was 41%. Visher and Visher (1982) asserted that, if the trends continued, 45% of families would be single-parent or remarriage families by 1990. Omizo & Omizo (1987) reported that 3 out of 4

divorces occurred in families with children, and they estimated that more than 1 million children experienced the divorce of their parents each year.

In the past, "the primary model for 'normal' family life has been the nuclear family, which consists of two 'natural' parents and their children" (Walsh, 1992, p. 709). However, this was no longer the norm according to Walsh who proposed that remarried families were becoming the dominant family stucture. Walsh defined remarriage families as "those that are formed as a result of a marriage between two partners, at least one of whom has been married previously, and includes at least one child who was born before the two partners married" (p. 709).

Since divorce and remarriage are so prevalent in the United States, much research has been conducted to study their effects on children. These studies have provided a variety of results. Three studies generally failed to indicate a relationship between behavioral and emotional adjustment and types of children's family structures (Hammond, 1979; Hodges, Wechsler, & Ballantine, 1979; and Raschke & Raschke, 1979). Three other studies indicated lower

self-esteem in children and adolescents from divorced families than in children from intact biological or remarriage families (Amato & Ochiltree, 1987; Parish & Taylor, 1979; Kelly & Wallerstein, 1980). Research results by Parish (1988) indicated that "women, but not men, who undergo parental divorce [as children] seem to develop a more negative attitude toward their families" (p. 26).

According to Kelly & Wallerstein (1976), much of the research they reviewed indicated that divorce was potentially harmful and traumatic for most elementary school children. They proposed that children of divorce "typically exhibit one or more of the following characteristics: loss of appetite, aggression, anxiety, anger, sadness, inability to sleep at night, daydreaming, guilt feelings, lower academic achievement, and depression" (Kelly & Wallerstein, 1977, p. 25). They also found in later research that 37% of children and adolescents with divorced parents were "moderately to severely depressed" (Kelly & Wallerstein, 1980, p. 211), and that this depression manifested itself in a wide variety of feelings and behavior including: "chronic and intense unhappiness (at least one child with suicidal preoccupation), sexual promiscuity, delinquency

(drug abuse, petty stealing, some alcoholism, breaking and entering), poor learning, intense anger, apathy, restlessness, and ... a sense of intense unremitting emotional deprivation" (p. 211).

Stangeland, Pellegreno & Lundholm (1989) noted that children with divorced parents reported being angry at their fathers, having trouble with school, and having difficulty sleeping through the night. Yet, Raschke & Raschke (1979) found in their study of factors influencing children, that the divorces and remarriages, in and of themselves, were not the main factors influencing children's self-esteem [r = .03, (not significant) for intact families, r = .01, (not significant) for remarriage families]. They asserted that discord and conflict in the two-parent home could be more detrimental to the child than father absence in a one-parent home. Therefore, they hypothesized that it was the functioning of the remaining family members in single-parent families that was critical, rather than the family structure itself. They also asserted that a major factor associated with children's adjustment was the 'amount of turbulence' surrounding the divorce.

In the area of family structure, the afore mentioned study of Cooper et al. (1983) indicated that family structure alone did not have the most damaging influence on children's self-esteem. Their research results supported those of Raschke & Raschke (1979) which indicated that broken homes need not yield broken lives.

Summary

The research has shown that many factors have been associated with self-esteem. The following were cited in the studies reviewed: maternal employment, anxiety, family happiness, and family structure. Researchers did not seem to fully agree on the magnitude of these associations, and 1990's research in these areas was limited.

Statement of the Problem

The purpose of the researcher was to investigate the associations among self-esteem, maternal employment, anxiety, family happiness, family stucture, gender, and grade level in fourth through sixth grade students.

Rationale and Importance of the Research

School counselors encounter students with self-esteem

deficits and could find the need to examine some of the factors that are associated with this problem. The present study will provide current information in areas where previous research results have been inconclusive. This exploratory study was conducted to examine children's self-esteem and its associations to maternal employment, anxiety, family happiness, family structure, gender, and grade level. The results from such research may provide information about the differences in various characteristics of children.

Educators will find the information regarding how the self-esteem of children is associated with maternal employment and anxiety to be useful in their work with these children. Awareness of the children's perception of their family happiness will enable teachers and counselors to give attention to those students who need extra support services.

The results of this research will provide information pertaining to the following questions:

1. Is there an association between maternal employment and self-esteem?

2. Is there an association between anxiety and self-esteem?

3. Is there an association between family happiness and self-esteem?

4. Is there an association between family structure and self-esteem?

5. Is there an association between gender and self-esteem?

6. Is there an association between grade level and self-esteem?

Composite Null Hypotheses

All hypotheses were tested at the .05 level of significance.

(1) The differences among the mean Personal Attribute Inventory for Children scores for primary and middle school students according to maternal employment, anxiety, and family happiness will not be statistically significant.

(2) The differences among the mean Personal Attribute Inventory for Children scores for primary and middle school students according to maternal employment, anxiety, and family structure will not be statistically significant.

(3) The differences among the mean Personal Attribute Inventory for Children scores for primary and middle school students

according to anxiety, family happiness, and family structure will not be statistically significant.

(4) The differences among the mean Personal Attribute Inventory for Children scores for primary and middle school students according to maternal employment, family happiness, and family structure will not be statistically significant.

(5) The differences among the mean Personal Attribute Inventory for Children scores for primary and middle school students according to maternal employment, gender, and grade level will not be statistically significant.

(6) The differences among the mean Personal Attribute Inventory for Children scores for primary and middle school students according to anxiety, gender, and grade level will not be statistically significant.

Independent Variables and Rationale

The following independent variables were investigated: maternal employment, anxiety, family happiness, family structure, gender and grade level. These variables were investigated for the following reasons:

1. little information was found that pertained to these variables and their association with self-esteem,

2. the majority of the research found was not current, and

3. the results found in previous research were inconclusive.

Definition of Variables

Independent Varibles

All independent variables were self-reported. The following independent variables were investigated:

1. maternal employment - 4 levels determined post hoc,
   level one, homemaker,
   level two, employed part-time outside home,
   level three, employed full-time outside home, and
   level four, other;
2. anxiety - 3 levels determined post hoc,
   level one, high,
   level two, intermediate, and
   level three, low;

3. family happiness - 2 levels determined post hoc,

   level one, happy, and

   level two, unhappy;

4. family structure - 3 levels determined post hoc,

   level one, married,

   level two, divorced, and

   level three, remarried;

5. gender - two levels,

   level one, boys, and

   level two, girls;

6. grade level - three levels,

   level one, 4th grade,

   level two, 5th grade, and

   level three, 6th grade.

Dependent Variable

Scores from the Personal Attribute Inventory for Children-Self were employed as the dependent variable.

Limitations of the Study

The following might have affected the results of the present

study:

1. the sample was not random,

2. all information was self-reported,

3. the sample came from four small (enrollment of not more than 75 in grades 9 through 12) schools in Western Kansas, and

4. sample size.

Methodology

Setting

Students were selected from four 1A sized schools in Western Kansas. A 1A school for the current school year (1993-1994) was defined as having an enrollment of not more than 75 students in grades 9 through 12. The 4 schools studied were in towns ranging in size from less than 300 to less than 1000. The economic base for these towns was mainly agricultural, with secondary support in areas of small business and education.

Subjects

The subjects were fourth, fifth, and sixth grade students selected from elementary and middle schools in Western Kansas. A convenience sample was used. A letter was sent to principals in 10

schools requesting permission to survey regular students in the selected grades (Appendix A). A positive response was received from 4 schools. Further arrangements were made with the principals or counselors of these schools by phone. All students in the 3 grade levels present on the day of testing were given the opportunity to participate. A total of 214 students were surveyed with 210 or 98% of the students completing the instruments. The number of students surveyed by school were as follows: School A, 73 given, 71 completed; School B, 88 given, 86 completed; School C, 23 given, 23 completed; and School D, 30 given, 30 completed. Students surveyed were from the following grade levels: fourth graders, 72 instruments given, 69 completed; fifth graders, 74 instruments given, 73 completed; and sixth graders, 68 instruments given, 68 completed. A total of 110 girls were surveyed with 107 completing the surveys. A total of 104 boys were surveyed with 103 completing the surveys.

Instruments

Four instruments were employed. The following were administered:

1. the Personal Attribute Inventory for Children-Self to measure self-esteem,

2. the Personal Attribute Inventory for Children-Family to measure family happiness,

3. the State/Trait Anxiety Inventory for Children to measure the anxiety level, and

4. a Student Information Sheet.

The Personal Attribute Inventory for Children-Self (PAIC-Self) was administered to determine self-esteem levels. PAIC was developed by Dr. Thomas Parish of Kansas State University in 1978 (Appendix B). Permission for its adminstration in this study was obtained by letter (Appendix C). The PAIC-Self and the PAIC-Family contain 48 words in alphabetical order. Twenty-four words have positive connotations and 24 words have negative connotations . Students were asked to select 15 words which best described them personally from the list labeled for "Self", and to select 15 words which best described their families from the list labeled for "Family". The instruments are scored by counting the number of positive words checked. A score of 14 and above indicates high

self-esteem (Parish & Taylor, 1978).

In one study conducted by Parish & Taylor on 390 elementary school students from grades three through eight, "the test-retest correlation coefficient for the PAIC over the one month interval was .88" (Parish & Taylor, 1978, p.1225). In another study of 47 third graders and 28 sixth graders, Parish and Taylor found:

> The validity coefficients reported in this study indicated that the PAIC was significantly correlated with the concurrent criterion variable PHCSCS [Piers-Harris Children's Self Concept Scale]. In fact, the correlation of .67 between the two scales -- reported across grade levels-- was about as high as any concurrent validity correlation noted between the PHCSCS and other self-concept scales described in the test manual. (p. 568)

The Personal Attribute Inventory for Children-Family was administered to determine family happiness (Appendix D). Only positive responses were counted, and a score of 13-15 positive adjectives was used to indicate a happy family (based on standards set by Parish & Parish in their 1983 study).

The A-Trait scale of the State/Trait Anxiety Inventory for Children was administered to determine the subjects' levels of anxiety (Appendix E). For the purpose of this research, only the administration of the A-Trait scale was needed. Permission and directions for this limited administration were obtained from the test distributor, Mind Garden, as per phone call prior to the administration of the survey (Appendix F). Spielberger (1973) designed the State/Trait Anxiety Inventory for Children (also known as the "How I Feel Questionnaire") for elementary school-aged children. The standardized inventory contains 2 self-report scales: A-State and A-Trait. The 20 state-anxiety questions measure how the student feels at the given time the test is taken. The students select the best of 3 choices: very calm, calm or not calm. (This determines their transitory anxiety.) The 20 trait-anxiety questions measure how the student generally feels. The students select their responses from 3 choices that best describe how they generally respond: hardly ever, sometimes or often. (This determines their stable individual anxiety proneness.) High scores on both scales indicate high levels of anxiety. As stated above, only the A-Trait

scale was administered in this study; therefore, only the reliability and validity figures for that scale are reported here. The Cronbach alpha reliability coefficient for the STAIC A-Trait scale was .78 for males and .81 for females. Evidence of the concurrent validity of the STAIC A-Trait scale was shown by correlation coefficients with the Children's Manifest Anxiety Scale (CMAS) by Castaneda and the General Anxiety Scale for Children (GASC) by Sarason. For a sample of 75 children, the STAIC A-Trait scale had a correlation coefficient of .75 with the CMAS and .63 with the GASC (Spielberger, 1973).

The Student Information Sheet contained six items (Appendix G). The items addressed the following: age, grade level, gender, parental marital status, family stucture, and maternal work status.

Design

A status survey factorial design was employed. The independent variables were: maternal employment, anxiety, family happiness, family structure, gender, and grade level. The dependent variable was the self-esteem scores from the PAIC-Self. The sample size was 210. Six composite null hypotheses were tested.

The hypotheses were tested with three-way analysis of variance (general linear model).

The following designs were employed for the composite null hypotheses:

Composite null hypothesis number 1, a 4 X 3 X 2 factorial design,

Composite null hypothesis number 2, a 4 X 3 X 3 factorial design,

Composite null hypothesis number 3, a 3 X 2 X 3 factorial design,

Composite null hypothesis number 4, a 4 X 2 X 3 factorial design,

Composite null hypothesis number 5, a 4 X 2 X 3 factorial design, and

Composite null hypothesis number 6, a 3 X 2 X 3 factorial design.

McMillan and Schumacher (1989) cited 10 threats to internal validity. The researcher dealt with the threats to internal validity in the following manner:

1. history - did not pertain because the present study was a status survey,

2. selection - all regular classroom students in attendance at the selected schools on the day data were collected who submitted completed instruments were used as subjects,

3. statistical regression - did not pertain because the present study was a status survey,

4. testing - did not pertain because the present study was a status survey,

5. instrumentation - did not pertain because the present study was a status survey,

6. mortality - did not pertain because the present study was a status survey,

7. maturation - did not pertain because the present study was a status survey,

8. diffusion of treatment - did not pertain because the present study was a status survey,

9. experimenter bias - no treatment was administered and data were collected by standard procedures, and

10. statistical conclusion - two mathematical assumptions were violated (random sampling and equal number of subjects in cells). A general linear model was employed to correct for lack of equal number of subjects in cells, and the researcher did not project beyond the statistical procedures employed.

McMillan and Schumacher (1989) cited 2 general categories of threats to external validity. The researcher dealt with these 2 threats in the following manner:

1. population external validity - the sample was not random; therefore, the results of this study should be generalized only to similar groups; and

2. ecological external validity - no treatment was administered and the data were collected by standard procedures.

Data Collection Procedures

The researcher contacted 10 principals from 1A elementary or middle schools to obtain permission to administer instruments to students at the 3 selected grade levels in their schools. Four principals responded positively. The researcher contacted the principal or counselor of these schools by phone and confirmed the

testing days at each location. On these designated days, the reseacher administered the following instruments to students at 3 of the 4 schools: PAIC-Self, PAIC-Family, The Trait Anxiety Scale, and the Student Information Sheet. At a fourth school, the school counselor administered the instruments. The size of the classes varied from 6 to 33 students. The instruments were numbered and each student completed 4 instruments with corresponding numbers according to the planned survey procedure (Appendix H). Four different arrangements of the 4 instruments were used (Appendix H). Each instrument was examined for completeness, and the completed instruments were scored and coded by the researcher. A data sheet was compiled and the data analyzed at the Fort Hays State University Computing Center.

Research Procedures

The researcher implemented the following:

1. a research topic was selected,

2. a search of the literature was made (ERIC, Sociology Index, PsychLit, and Dissertation Abstracts),

3. instruments were selected,

4. permission was obtained from schools,

5. a research proposal was developed and defended before a Thesis Commitee,

6. data were collected,

7. data were statistically analyzed,

8. the final research thesis was written and defended before the Thesis Committee, and

9. final editing of the thesis.

Data Analysis

The following were compiled:

1. appropriate descriptive statistics,

2. three-way analysis of variance (general linear model),

3. Bonferroni (Dunn) t test for means, and

4. Duncan's Multiple Range test for means

Results

The purpose of this study was to examine the associations among self-esteem, maternal employment, anxiety, family happiness, family structure, gender, and grade level. The independent variables were maternal employment, anxiety, family

happiness, family structure, gender and grade level. The dependent variable was the self-esteem scores from the Personal Attribute Inventory for Children. The sample size was 210. Six composite null hypothoses were tested. The hypotheses were tested with three-way analysis of variance (general linear model). The following designs were employed for the composite null hypotheses:

Composite null hypothesis number 1, a 4 X 3 X 2 factorial design,

Composite null hypothesis number 2, a 4 X 3 X 3 factorial design,

Composite null hypothesis number 3, a 3 X 2 X 3 factorial design,

Composite null hypothesis number 4, a 4 X 2 X 3 factorial design,

Composite null hypothesis number 5, a 4 X 2 X 3 factorial design, and

Composite null hypothesis number 6, a 3 X 2 X 3 factorial design.

The result section was organized according to composite null

hypotheses for ease of reference. Information pertaining to each null hypothesis was presented in a common format for ease of comparison.

It was hypothesized in composite null hypothesis number 1 that the differences among the mean Personal Attribute Inventory for Children scores for primary and middle school students according to maternal employment, anxiety, and family happiness would not be statistically significant. Information pertaining to composite null hypothesis number 1 was presented in Table 1. The following were cited in Table 1: variables, group sizes, means, standard deviations, F values, and p levels.

Table 1: A Comparison of Mean Personal Attribute Inventory for Children Scores for Fourth through Sixth Grade Students According to Maternal Employment, Anxiety, and Family Happiness Employing a Three-way Analysis of Variance (General Linear Model)

Variable	n	M*	S	F value	p level
Maternal Employment (A):					
Homemaker	38	12.6	3.31		
Part-time	44	12.9	2.97	0.64	.5871
Full-time	104	12.4	3.48		
Other	24	12.1	3.68		
Anxiety (B):					
High	14	10.5	4.31		
Intermediate	153	12.6	3.24	1.18	.3093
Low	43	12.8	3.29		
Family Happiness (C):					
Happy	171	12.9 [a]	3.22	3.85	.0513
Unhappy	39	10.4 [b]	3.21		
			Interactions		
			A X B	1.96	.0870
			A X C	0.94	.4210
			B X C	0.44	.6476
			A X B X C	1.48	.2312

* The larger the value, the greater the self-esteem.

[ab] Difference statistically significant at the .05 level according to Bonferroni (Dunn) t test for means.

One of the 7 p values was statistically significant at the .05 level; therefore, the null hypothesis for this comparison was rejected. The statistically significant comparison was for the main effect family happiness and self-esteem. The results cited in Table 1 indicated the following for this main effect: Children reporting a happy family had a mean self-esteem score statistically larger than those reporting an unhappy family.

It was hypothesized in composite null hypothesis number 2 that the differences among the mean Personal Attribute Inventory for Children scores for primary and middle school students according to maternal employment, anxiety and family structure would not be statistically significant. Information pertaining to composite null hypothesis number 2 was presented in Table 2. The following were cited in Table 2: variables, group sizes, means, standard deviations, F values, and p levels.

Table 2: A Comparison of Mean Personal Attribute Inventory for Children Scores for Fourth through Sixth Grade Students According to Maternal Employment, Anxiety, and Family Structure Employing a Three-way Analysis of Variance (General Linear Model)

Variable	n	M*	S	F value	p level
Maternal Employment (A):					
Homemaker	38	12.6	3.31		
Part-time	44	12.6	2.97	0.44	.7277
Full-time	104	12.7	3.48		
Other	24	12.1	3.68		
Anxiety (B):					
High	14	10.5[a]	4.31		
Intermediate	153	12.6	3.24	3.30	.0390
Low	43	12.8[b]	3.29		
Family Stucture (D):					
Married	156	12.6	3.39		
Divorced	25	12.1	3.26	1.15	.3191
Remarried	29	12.3	3.31		
			Interactions		
			A X B	1.83	.1096
			A X D	0.43	.8555
			B X D	0.58	.6762
			A X B X D	0.86	.5085

* The larger the value, the greater the self-esteem.

[ab] Difference statistically significant at the .05 level according to Bonferroni (Dunn) t test for means.

One of the 7 p values was statistically significant at the .05 level; therefore, the null hypothesis for this comparison was rejected. The statistically significant comparison was for the main effect anxiety and self-esteem. The results cited in Table 2 indicated the following for this main effect: Children reporting low anxiety had a mean self-esteem score statistically larger than those reporting high anxiety.

It was hypothesized in composite null hypothesis number 3 that the differences among the mean Personal Attribute Inventory for Children scores for primary and middle school students according to anxiety, family happiness, and family structure would not be statistically significant. Information pertaining to composite null hypothesis number 3 was presented in Table 3. The following were cited in Table 3: variables, group sizes, means, standard deviations, F values, and p levels.

Table 3: A Comparison of Mean Personal Attribute Inventory for Children Scores for Fourth through Sixth Grade Students According to Anxiety, Family Happiness, and Family Structure Employing a Three-way Analysis of Variance (General Linear Model)

Variable	n	M*	S	F value	p level
Anxiety (B):					
High	14	10.5	4.31		
Intermediate	153	12.6	3.24	0.35	.7064
Low	43	12.8	3.29		
Family Happiness (C):					
Happy	171	12.9	3.22		
				3.17	.0768
Unhappy	39	10.4	3.21		
Family Structure (D):					
Married	156	12.6	3.39		
Divorced	25	12.1	3.26	0.63	.5343
Remarried	29	12.3	3.31		
			Interactions		
			B X C	0.65	.5216
			C X D	0.62	.5367
			B X D	0.24	.9148
			B X C X D	2.54	.0815

* The larger the value, the greater the self-esteem.

None of the 7 p values were statistically significant at the .05 level; therefore, the null hypotheses for all 7 comparisons were retained. The information in Table 3 indicated no additional association between the independent variables and the dependent variable.

It was hypothized in composite null hypothesis number 4 that the differences among the mean Personal Attribute Inventory for Children scores for primary and middle school students according to maternal employment, family happiness, and family structure would not be statistically significant. Information pertaining to composite null hypothesis number 4 was presented in Table 4. The following were cited in Table 4: variables, group sizes, means, standard deviations, F values, and p levels.

Table 4: A Comparison of Mean Personal Attribute Inventory for Children Scores for Fourth through Sixth Grade Students According to Maternal Employment, Family Happiness, and Family Structure Employing a Three-way Analysis of Variance (General Linear Model)

Variable	n	M*	S	F value	p level
Maternal Employment (A):					
Homemaker	38	12.6	3.31		
Part-time	44	12.9	2.97		
				0.14	.9366
Full-time	104	12.4	3.48		
Other	24	12.1	3.68		
Family Happiness (C):					
Happy	171	12.9 [a]	3.22		
				5.10	.0251
Unhappy	39	10.4 [b]	3.21		
Family Structure (D):					
Married	156	12.6	3.39		
Divorced	25	12.1	3.26	0.65	.5235
Remarried	29	12.3	3.31		
			interactions		
			A X C	0.57	.6365
			A X D	1.13	.3455
			C X D	0.65	.5231
			A X C X D	0.11	.9796

* The larger the value, the greater the self-esteem.

[ab] Difference statistically significant at the .05 level according to Bonferroni (Dunn) t test for means.

One of the 7 p values was statistically significant at the .05 level; therefore, the null hypothesis for this comparison was rejected. The statistically significant comparison was for the main effect family happiness and self-esteem (recurring, Table 1).

It was hypothesized in composite null hypothesis number 5 that the differences among the mean Personal Attribute Inventory for Children scores for primary and middle school students according to maternal employment, gender, and grade level would not be statistically significant. Information pertaining to composite null hypothesis number 5 was presented in Table 5. The following were cited in Table 5: variables, group sizes, means, standard deviations, F values, and p levels.

Table 5: A Comparison of Mean Personal Attribute Inventory for Children Scores for Fourth through Sixth Grade Students According to Maternal Employment, Gender, and Grade Level Employing a Three-way Analysis of Variance (General Linear Model)

Variable	n	M*	S	F value	p level
Maternal Employment (A):					
Homemaker	38	12.6	3.31		
Part-time	44	12.9	2.97	0.33	.8018
Full-time	104	12.4	3.48		
Other	24	12.1	3.68		
Gender (E):					
Boy	103	11.3 [a]	4.02	29.51	.0001
Girl	107	13.6 [b]	2.06		
Grade Level (F):					
Fourth	69	13.1	2.51		
Fifth	73	12.1	4.01	2.64	.0741
Sixth	68	12.3	3.30		
			Interactions		
			A X E	1.63	.1838
			A X F	1.10	.3612
			E X F	2.69	.0707
			A X E X F	1.24	.2869

* The larger the value, the greater the self-esteem.

[ab] Difference statistically significant at the .05 level according to Bonferroni (Dunn) t test for means.

One of the 7 p values was statistically significant at the .05 level; therefore, the null hypothesis for this comparison was rejected. The statistically significant comparison was for the main effect gender and self-esteem. The results cited in Table 5 indicated the following for this main effect: Girls reported a statistically larger mean self-esteem score than boys.

It was hypothesized in composite null hypothesis number 6 that the differences among the mean Personal Attribute Inventory for Children scores for primary and middle school students according to anxiety, gender, and grade level would not be statistically significant. Information pertaining to composite null hypothesis number 6 was presented in Table 6. The following were cited in Table 6: variables, group sizes, means, standard deviations, F values, and p levels.

Table 6: A Comparison of Mean Personal Attribute Inventory for Children Scores for Fourth through Sixth Grade Students According to Anxiety, Gender, and Grade Level Employing a Three-way Analysis of Variance (General Linear Model)

Variable	n	M*	S	F value	p level
Anxiety (B):					
High	14	10.5 [a]	4.31		
Intermediate	153	12.6 [b]	3.24	7.56	.0007
Low	43	12.8 [b]	3.29		
Gender (E):					
Boy	103	11.3 [a]	4.02	25.89	.0001
Girl	107	13.6 [b]	2.06		
Grade Level (F):					
Fourth	69	13.1 [g]	2.51		
Fifth	73	12.1 [h]	4.01	4.83	.0089
Sixth	68	12.3 [h]	3.30		
			Interactions		
			B X E	2.88	.0586
			B X F	2.11	.0815
			E X F	1.89	.1538
			B X E X F	1.03	.3805

* The larger the value, the greater the self-esteem.

[ab] Difference statistically significant at the .05 level according to Bonferroni (Dunn) t test for means.

[gh] Difference statistically significant at the .05 level.

Three of the 7 p values were statistically significant at the .05 level; therefore, the null hypotheses for these comparisons were rejected. The 3 statistically significant comparisons were for main effects. The following main effects were statistically significant:

1) anxiety for self-esteem (recurring, Table 2),
2) gender for self-esteem (recurring, Table 5), and
3) grade level for self-esteem.

The results cited in Table 6 indicated the following: Children in grade 4 reported a statistically larger mean self-esteem score than those in grades 5 and 6.

Discussion

Summary

The purpose of this study was to examine the associations among self-esteem, maternal employment, anxiety, family happiness, family structure, gender and grade level. The independent variables were maternal employment, anxiety, family happiness, family structure, gender and grade level. The dependent variable was the scores from the Personal Attribute Inventory for Children. The sample consisted of 210 fourth through sixth grade students

from 4 small schools in Western Kansas. Six composite null hypotheses were tested at the .05 level using three-way analysis of variance (general linear model).

A total of 23 comparisons were made plus 19 recurring. Of the 23 comparisons, 6 were for main effects. Of the 6 main effects, 4 were statistically significant at the .05 level. The following main effects were statistically significant:

1) family happiness and self-esteem,

2) anxiety and self-esteem,

3) gender and self-esteem, and

4) grade level and self-esteem.

The results indicated the following for main effects:

1) children reporting a happy family had a mean self-esteem score statistically larger than those reporting an unhappy family,

2) children reporting low anxiety had a mean self-esteem score statistically larger than those reporting high anxiety,

3) girls reported a statistically larger mean self-esteem score than boys, and

4) children in grade 4 reported a statistically larger mean self-esteem score than those in grades 5 and 6.

Of the 23 comparisons, 17 were for interactions. None of the 17 interactions were statistically significant at the .05 level.

Related Literature and the Results of the Present Study

The results of the present research supported those of Parish, Dostal & Parish (1981) which showed that self-esteem varied significantly in happy and unhappy families. The present results also supported the suggestion of Cooper et al. (1983) that conflict between parents and their children may lower a child's self-esteem. The results of the present research supported those of Raschke & Raschke (1979) who reported that children who perceived greater conflict in their families had lower self-esteem. These generalizations were supported by the finding of the present researcher that children reporting a happy family had statistically larger mean self-esteem scores than those reporting an unhappy family. The results of the present study supported the research of Matthews and Odom (1989) who found a negative relationship between anxiety and self-esteem. The results of the present

research also supported the assertion of Coopersmith (1967) that anxiety and self-esteem were closely related. The results of the present study supported those reported by Breakwell et al. (1987) which indicated that subjects with greater levels of worry tended to have lower self-esteem. These generalizations were supported by the finding of the present researcher that children reporting low anxiety had statistically larger mean self-esteem scores than those reporting high anxiety. The results of the present study supported those reported by Etaugh (1984) which indicated no relationship between maternal work status and self-esteem. The results of the present study also supported Anderson, Mead & Sullivan (1986) who reported that there was no indication that maternal employment itself was either good or bad for children or had any distinct effect. These generalizations were supported by the finding of the present study that the difference in mean self-esteem scores for children of working and non-working mothers was not statistically significant. This current result was contradictory to the findings of Hurst & Zambrana (1981) that daughters of working mothers had more stress than daughters of non-working mothers. The results of the present

study supported the assertion by Raschke & Raschke (1979) that divorce and remarriage were not the main factors influencing children's self-esteem. The results of the present study also supported the research of Cooper et al. (1983) which indicated that family structure alone did not have the most damaging influence on children's self-esteem. The findings of the present researcher supported the assertion by Raschke & Raschke (1979) that broken homes need not yield broken lives. These generalizations were supported by the finding that the difference in the mean self-esteem scores of children with married, divorced or remarried parents was not statistically significant. This finding contradicted Kelly & Wallerstein's (1976) results which indicated that divorce was potentially harmful and tramatic for most elementary children. The results of the present study indicated no assocation between self-esteem and family structure.

Generalizations

The results of the study appeared to support the following generalizations:

1) an association between family happiness and self-esteem,

2) an association between anxiety and self-esteem,

3) an association between gender and self-esteem,

4) an association between grade level and self-esteem,

5) no association between family structure and self-esteem, and

6) no association between maternal employment and self-esteem.

Recommendations

The results of the present study appeared to support the following recommendations:

1) the study should be replicated employing a larger random sample,

2) the study should be replicated in a variety of school sizes, and

3) the study should be replicated in diverse areas of the country.

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Appendix A

Letter to Elementary and Middle School Principals

Rt. 1
Healy, KS 67850

March 1994

Dear Principal:

My name is Mary York, and I am a graduate student working toward a Master's Degree in Counseling K-12 from Fort Hays State University. At the present time, I am serving as counselor K-12 at USD #468, Healy, KS. In partial fulfillment of my Master's program, I am writing a thesis which is a study of the effects of maternal employment on the self-esteem and happiness of elementary school children. My plans are to sample students from several small schools in Western Kansas. I plan to survey students in grades 4 through 6. This research will be conducted in May before school is dismissed for the summer.

With your permission, I would like to include the 4th through 6th graders from your school. The individual student responses will be kept completely confidential. Should you decide to allow your students to be a part of this study, I will be happy to provide your school with a copy of my findings upon completion of this thesis.

If you would be willing to allow me to do this research in your school, please return the attached form in the enclosed self-addressed, stamped envelope by April 29. If you choose to participate in this study, I will contact you or your school counselor by phone in April to make further arrangements.

If you have any questions, feel free to contact me at school {(316) 398-2248} between 8:00 am and 12:00 noon and after 3:30 pm until 5:00 pm, or at home {(316) 398-2329} after 5:00 pm. Thank you for your assistance. I look forward to hearing from you.

Sincerely,

Mary York
Healy High School
Healy, KS 67850

Please return this form in the enclosed self-addressed, stamped envelope by April 29, 1994.

School:_____

Principal:_____

Counselor:_____

_____Yes, our school is willing to participate in your survey.

Person to contact to make further arrangements:

Name:_____

Title:_____

Phone #:_____

Best Times to Contact:_____

If there are any days on which you would prefer to have the surveys conducted, please circle those days below, and I will do my best to accommodate your preference:

MAY

Mon	Tues	Wed	Thurs	Fri
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

Appendix B

Personal Attribute Inventory for Children - Self

Read through this list of words, then put an X in the box before the 15 words which best describe YOU.

- [ ] Afraid
- [ ] Angry
- [ ] Awkward
- [ ] Bad
- [ ] Beautiful
- [ ] Bitter
- [ ] Brave
- [ ] Calm
- [ ] Careless
- [ ] Cheerful
- [ ] Complaining
- [ ] Cowardly
- [ ] Cruel
- [ ] Dirty
- [ ] Dumb
- [ ] Fairminded
- [ ] Foolish
- [ ] Friendly
- [ ] Gentle
- [ ] Gloomy
- [ ] Good
- [ ] Great
- [ ] Greedy
- [ ] Handsome
- [ ] Happy
- [ ] Healthy
- [ ] Helpful
- [ ] Honest
- [ ] Jolly
- [ ] Kind
- [ ] Lazy
- [ ] Lovely
- [ ] Mean
- [ ] Nagging
- [ ] Nice
- [ ] Polite
- [ ] Pretty
- [ ] Rude
- [ ] Selfish
- [ ] Show-off
- [ ] Strong
- [ ] Sweet
- [ ] Ugly
- [ ] Unfriendly
- [ ] Weak
- [ ] Wise
- [ ] Wonderful
- [ ] Wrongful

Appendix C

Sample Letter - Dr. Thomas Parish

RR 1
Healy, KS 67850
April 10, 1994

Dr. Thomas S. Parish
College of Education
Kansas State University
317 Blumont Hall
Manhattan, KS 66506

Dear Dr. Parish:

My name is Mary York. I am currently working on my Masters thesis through Fort Hays State University. As part of my thesis dealing with the self-esteem of children as related to family happiness and structure, anxiety, and maternal employment, I would like to use your PAIC instrument as a measure of both self-esteem and family happiness. I would like to request information on how I might obtain both your permission to use your PAIC instrument and a copy of the instrument and its key.

If there is a fee for these materials, I will gladly send it to you upon request. I would like to be able to do the testing before students are released in May for their summer break, so I would appreciate your reponse as soon as possible.

Enclosed please find a self-addressed, stamped envelope for the purpose of facilitating your response to my request.

Should you require further information from me, I can be reached at (316) 398-2248 between 8:00am and 5:00pm and at (316) 398-2329 after 5:00. Thank you for your assistance in this matter.

Sincerely,

Mary York

Mary York
RR 1
Healy, KS 67850

Appendix D

Personal Attribute Inventory for Children - Family

Read through this list of words, then put an X in the box before the 15 words which best describe your FAMILY.

- ☐ Afraid
- ☐ Angry
- ☐ Awkward
- ☐ Bad
- ☐ Beautiful
- ☐ Bitter
- ☐ Brave
- ☐ Calm
- ☐ Careless
- ☐ Cheerful
- ☐ Complaining
- ☐ Cowardly
- ☐ Cruel
- ☐ Dirty
- ☐ Dumb
- ☐ Fairminded
- ☐ Foolish
- ☐ Friendly
- ☐ Gentle
- ☐ Gloomy
- ☐ Good
- ☐ Great
- ☐ Greedy
- ☐ Handsome
- ☐ Happy
- ☐ Healthy
- ☐ Helpful
- ☐ Honest
- ☐ Jolly
- ☐ Kind
- ☐ Lazy
- ☐ Lovely
- ☐ Mean
- ☐ Nagging
- ☐ Nice
- ☐ Polite
- ☐ Pretty
- ☐ Rude
- ☐ Selfish
- ☐ Show-off
- ☐ Strong
- ☐ Sweet
- ☐ Ugly
- ☐ Unfriendly
- ☐ Weak
- ☐ Wise
- ☐ Wonderful
- ☐ Wrongful

Appendix E

A-Trait Scale of

State-Trait Anxiety Inventory for Children

HOW-I-FEEL QUESTIONNAIRE

STAIC FORM C-2

DIRECTIONS: A number of statements which boys and girls use to describe themselves are given below. Read each statement and decide if it is *hardly-ever*, or *sometimes*, or *often* true for you. Then for each statement, put an X in the box in front of the word that seems to describe you best. There are no right or wrong answers. Do not spend too much time on any one statement. Remember, choose the word which seems to describe how you usually feel.

1.	I worry about making mistakes	☐	hardly-ever	☐	sometimes	☐	often
2.	I feel like crying	☐	hardly-ever	☐	sometimes	☐	often
3.	I feel unhappy	☐	hardly-ever	☐	sometimes	☐	often
4.	I have trouble making up my mind	☐	hardly-ever	☐	sometimes	☐	often
5.	It is difficult for me to face my problems	☐	hardly-ever	☐	sometimes	☐	often
6.	I worry too much	☐	hardly-ever	☐	sometimes	☐	often
7.	I get upset at home	☐	hardly-ever	☐	sometimes	☐	often
8.	I am shy	☐	hardly-ever	☐	sometimes	☐	often
9.	I feel troubled	☐	hardly-ever	☐	sometimes	☐	often
10.	Unimportant thoughts run through my mind and bother me	☐	hardly-ever	☐	sometimes	☐	often
11.	I worry about school	☐	hardly-ever	☐	sometimes	☐	often
12.	I have trouble deciding what to do	☐	hardly-ever	☐	sometimes	☐	often
13.	I notice my heart beats fast	☐	hardly-ever	☐	sometimes	☐	often
14.	I am secretly afraid	☐	hardly-ever	☐	sometimes	☐	often
15.	I worry about my parents	☐	hardly-ever	☐	sometimes	☐	often
16.	My hands get sweaty	☐	hardly-ever	☐	sometimes	☐	often
17.	I worry about things that may happen	☐	hardly-ever	☐	sometimes	☐	often
18.	It is hard for me to fall asleep at night	☐	hardly-ever	☐	sometimes	☐	often
19.	I get a funny feeling in my stomach	☐	hardly-ever	☐	sometimes	☐	often
20.	I worry about what others think of me	☐	hardly-ever	☐	sometimes	☐	often

BEST COPY AVAILABLE

Appendix F

Permission to Use State-Trait Anxiety Inventory

MIND GARDEN
Palo Alto, California

State-Trait Anxiety Inventory for Children

Manual, Test Booklet, Scoring Key

Permission to reproduce for one year starting from date of purchase
MAY 4 1994

by Charles D. Spielberger, Ph. D.
in collaboration with
R.L. Gorsuch, R. Lushene, P.R. Vagg, G.A. Jacobs

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Appendix G

Student Information Sheet

STUDENT INFORMATION SHEET

PLEASE fill in the blank or circle the right answer

1 AGE _____ 2 GRADE _____

3 BOY / GIRL (circle one)

4 My parents are (circle one)
Married
Divorced
Remarried

5 I Live With (put an X in front of the correct answer)
_____ Both Parents
_____ My mother only
_____ My mother and her husband
_____ My father only
_____ My father and his wife

6 Put an X in front of the statement that describes your mother's work
_____Is a full-time homemaker
_____Has a job in her home (such as daycare or baby-sitting)
_____Has a part-time job outside the home
_____Has a full-time job outside the home

Appendix H

Testing Procedure

TESTING PROCEDURE

1. SAY: I am gathering information about students attitudes and opinions to see how they differ depending on various factors including their mothers' employment and their family backgrounds. All responses will be kept confidential. There are no names used on the papers, so no one will know how any individual persons answered any of the questions. I am going to ask each of you to complete four different surveys for me. PLEASE DO NOT WRITE YOUR NAME ON ANY OF THEM. The first survey will have a small piece of paper with a number on it stapled to it. Please take this number off when you get the first paper, and keep with you during the entire time. Each time I give you another survey paper, check the top corner to make sure that you have that same number again. Does everyone understand how to do this? If at any time during these surveys, your numbers do not match, please raise your hand. If at any time during this process, you have any questions, you may raise your hand and ask them for assistance.

2. HAND OUT THE STUDENT INFORMATION SHEET.

3. SAY: This page of questions will give me some information about you and your family. PLEASE REMEMBER -- DO NOT WRITE YOUR NAME ON IT. Not everyone will answer every question. If a question does not apply to you, just skip it and go on to the next question.

4. After all have finished, collect sheets.

5. HAND OUT SURVEY 2.

6. Read directions.

7. After all have finished, collect the surveys.

8. REPEAT STEPS 5 TO 7 FOR SURVEYS 3 AND 4.

9. SAY: Thank you for taking time to complete these surveys. The information you have given will be used in a project comparing the ways children from different kinds of families and backgrounds feel. I will not know how any one person answered the questions, only how the group as a whole answered.

SURVEY DIRECTIONS: (read from the top of each survey)

PERSONAL ATTRIBUTE INVENTORY:

SAY: Read through the list of words, then put an X on the line beside the 15 words that best describe:

YOU -- (the first time they take the inventory)

YOUR FAMILY -- (the 2nd time they take it)

TRAIT ANXIETY SCALE:

SAY: Read each of the statements and mark the response that best fits the way you feel.

The instruments will be administered in these arrangements:

A) Demographics Sheet

PAIC - SELF

PAIC - FAMILY

TRAIT SCALE

B) Demographics Sheet

PAIC - FAMILY

PAIC - SELF

TRAIT SCALE

C) Demographics Sheet

TRAIT SCALE

PAIC - SELF

PAIC - FAMILY

D) Demographics Sheet

TRAIT SCALE

PAIC - FAMILY

PAIC - SELF